



General Session Four

Round Table Materials

Round Table Facilitator	Materials	Page Number
Kristine Belcher, Fresno, CA	Ready Or Not, Here They Come: Helping Freshmen Find Success in Algebra I	1
Joe Bellonte, Niagara Falls, NY; Mary Rosenthal, Portland, OR	Getting Your Arms Around Many Initiatives: Data Utilization Guide (D.U.G.)	2 – 5
Angela Grasberger, Manatee County, FL	SLCs & CTE: District and School Working Together	6 – 9
Starr Herrman, Nashville, TN	Ready, Set, Stay in School: Implementing an Effective Advisory Program	10 – 11
Roni Jolley, Baltimore, MD	Preparation, Access & Relationships: Keys to Increasing Positive AP Outcomes	12
Charlene Jordan & Aaron Turner, New York, NY	Developing a Data Driven SLC: The Inquiry Team Strategy	13 – 14
Mary Meier, Waterloo, IA	Dual Credit: Developing Partnerships and Strategies	15
Jeanne Paynter, Baltimore, MD	Increasing Academic Rigor Through Pre-Advanced Placement Strategies	16 – 18
Chris Russo, Monticello, NY	Building your SLC one P.I.E.C.E.© at a Time: Successful Implementation of you SLC and its Schedule	19 – 22
Ed Streich, Independence, MO	Supporting a Culture of Continuous Improvement by Creating Systems of Accountability	23



Ready Or Not, Here They Come: Helping Freshmen Find Success in Algebra I

Kristine Belcher, Herbert Hoover High School, Fresno, CA

SLC Goals:

- Structured interventions to support freshmen success, focusing on mathematics achievement
- Increased student achievement as measured by state standardized tests and district assessments of critical standards
- Allowing the students to be successful, build up their confidence
- Preparing students for Algebra I, and then getting students through Algebra I successfully during their freshmen year

SLC Challenges:

- Finding the right people to teach the classes (every school has the right people, it's just a matter of taking the right steps and doing the background work to get the right people in place)
- It helps to have at least one person who fully believes in the changes
- Scheduling (getting students in the right place, teachers in the right place, common preps)
- Expectations, building common expectations for grading
- If you are going to offer your support to the teachers, then you as the director have to follow through
- Finding the funding sources to support the implementation of the interventions even if the SLC money has run out
- Allocating staffing to support the implementation of the structure
- The trade-off of electives and interventions, how to keep students on track for graduation while helping them achieve math proficiency

The Role of the Director:

- Get rid of the roadblocks so the teachers can focus on their number one priority, the students.
- Whatever is asked for (materials, release time...) make it happen as long as it is aligned with the SLC goals.
- Do not get stuck in the minutia, it will work itself out. Listen to the teachers, contribute, don't dominate change process.
- Do not alienate teachers that are not associated with the freshmen academy, everyone has their niche.
- Set the vision and then step out of the way

How do we identify our teachers?

- Not just anyone can pull this off, you have to hand select your teachers, these teachers need to have the belief that all students can progress through an Algebra level math course
- The ability to teach concepts, not just skills
- The understanding of basic mathematics and how it relates to algebra concepts
- Willingness to collaborate and accept new ideas
- Patience
- Structuring the intervention to specifically teach the algebra readiness concepts.



Getting Your Arms Around Many Initiatives: Data Utilization Guide (D.U.G.) Joe Bellonte, Niagara Falls CSD, NY

Task		Milestone		Staff Responsible	Timeline	Goal
Implement four-week freshman pre-teaching program to prepare students most at risk of academic failure to succeed in high school		100 students who are at least one grade level behind in English Language Arts or Mathematics will participate in pre-teaching of Grade 9 curricula in ELA, math and Global Studies		Freshman team teachers, deans, student advocate	Summer 2006 - 2010	1-8
Status	Who?	Title and Location	Contact Info.	Programs run by contact/Notes:		
OK	Sue Green	VP, NFHS	716-286-7995	o Summer Academy		
OK	Derek Zimmerman	Business, NFHS	716-286-4101 ext. 41147			
OK	Rev. Gene Coplin	Consultant	716-835-1671	o Rev. Coplin is training small groups of at-risk students, approx. 95 students in 06-07 (12 spec ed)		
Expand block instruction for students who require academic intervention in ELA, math or global studies		All students who fail the previous year's local examination in one or more targeted subjects, or who are identified as struggling during the year, receive double periods of instruction in the targeted subject.		Team teachers, deans, student advocate	Fall 2005 through Spring 2010	1-8
Status	Who?	Title and Location	Contact Info.	Programs run by contact/Notes:		
Contact	Jim Spanbauer	Principal, NFHS	716-286-7995 ext. 67995	o All 9 th graders receive an expanded block of a core subject every 4 th day.		
New in '07-'08	Julie Conti	Social Studies, NFHS	716-286-4101 ext. 41248	o There are four extra sections of Social Studies (approx. 50 kids receive this expanded block).		
Partial	Monica DiCamillo/Carrie Buchman	TSA, NFHS	716-286-4101 ext. 67926	o Resource Room for pre-AP & AP exams.		
Implement Flex Time scheduling for students who are chronically late (upon recommendation of guidance counselor or other administrator).		Up to 10% of students will participate in later hours (10 a.m. to 5 p.m.) in core subjects		Team teachers, deans, student advocate	Fall 2005 through Spring 2010	1-8
Status	Who?	Title and Location	Contact Info.	Programs run by contact/Notes:		
Contact	Mark Laurrie	CEA, NFHS	716-286-4101 ext. 67910	o Individual scheduling is done by these contacts for students who need more flexibility.		
Contact	Jim Spanbauer	Principal, NFHS	716-286-7995 ext. 67995			
Contact	Sue Green	VP, NFHS	716-286-7995			
Contact	Karl/Ken Wagner	Math, NFHS Social Studies, NFHS	716-286-4101 ext. 41335 716-286-4101 ext. 41447	o PRIDE program starts in 11/07 and allows students (11 th /12 th grades) to make up classes for graduation.		
OK	Sue Capton	Liberty Partnership, NFHS	716-286-4101 ext. 67970	o Dropout prevention program		
OK	Chris Farino/G. Schreiber	ELA, NFHS	716-286-4101 ext. 41144	o ELA sessions for students at-risk of failure		

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Getting Your Arms Around Many Initiatives: Data Utilization Guide (D.U.G.) Joe Bellonte, Niagara Falls CSD, NY

Task	Milestone		Staff Responsible	Timeline	Goal
Expand the career mentoring and internship program for juniors and seniors who are struggling	12-15 local companies participating in year one serving 15-20 students; 20-25 companies participating in year 2, serving 30-35 students; 30-35 companies participating in years 3-5 serving approximately 50 students		Career mentor specialist	Implement 9/2005 with targets met by June of each year	1,2,7
Status	Who?	Title and Location	Contact Info.	Notes/Tasks	
Contact	Jim Spanbauer	Principal, NFHS	716-286-7995 ext. 67995	Additionally: o Special Ed students receive training o PSAT & PLAN (ACT) all 10 th and 11 th graders o Students receive career report from these tests.	
OK	Joe Bellonte	TSA, NFHS	716-286-4101 ext. 67013		
OK	Derek Zimmerman	Business, NFHS	716-286-4101 ext. 41147		
OK	Pat Purdy	Business, NFHS	716-286-4101 ext. 67956		
OK	Rich Meranto	TSA, NFHS	716-286-4101 ext. 85806		
OK	Maria Sinatra	Counselor, NFHS	716-286-4101 ext. 67934		
OK	Holly Spanbauer		716-286-4101 ext. 41147	o Career Zone: Marketing/Entrepreneur Students	
OK	Chris Farino	ELA, NFHS	716-286-4101 ext. 41144	o Takes students to Niagara Street School	
New in 07-08	Tanya Parise (?)			o Salvation Army and Memorial Hospital trips	
OK	Karyn Rolling	Special Ed, NFHS	716-286-4101 ext. 41211	o Outlet Mall with Special Education students	
OK	PAL Data			o	
Contact	Margaret Kaiser	Arts in Education, NFHS		o Mentoring for careers in the arts	
Implement professional development sessions to strengthen teachers' ability to engage and instruct students from economically and culturally diverse backgrounds, and who are struggling in specific subjects		All teachers participate in at least 15 hours of professional development annually	Teacher center, Niagara University (funded through other sources)	Ongoing	3,4,5,6,8
Status	Who?	Title and Location	Contact Info.	Notes/Tasks	
Contact	Sue Rhodenizer	Teacher Resource Center	716-286-4101 ext. 41603	o PD Days: Everyone is trained	
Contact	Andrea Fortin-Nossavage	TSA, NFHS	716-286-4101 ext. 41094	o PD Blocks: Smaller subsets of teachers	
Contact	Carrie Buchman	TSA, NFHS	716-286-4101 ext. 67923	o All ELA training: subsets of ELA teacher pool	
New in 07-08	Lynne Tompkins	Science, NFHS	716-286-4101 ext. 41088	o PD for science	
New in 07-08	Ed Maynard	TSA, NFHS	716-278-5800	o PD for science and math	
OK	Curriculum meetings	-	Monica/Carrie	o Lay out staff training by month	
OK	Monica DiCamillo	TSA, NFHS	716-286-4101 ext. 67926	o Social Studies, Special Ed, "everything else"	

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Getting Your Arms Around Many Initiatives: Data Utilization Guide (D.U.G.) Joe Bellonte, Niagara Falls CSD, NY

Task		Milestone		Staff Responsible	Timeline	Goal
Develop and implement outreach and educational programs for parents		At least 1200 parents participate annually.		Target met annually beginning in June 2007	Ongoing	9
Status	Who?	Title and Location	Contact Info.	Notes/Tasks		
Contact	Mark Laurie	CEA, NFHS	716-286-4101 ext. 67910	<ul style="list-style-type: none"> Parent/teacher conferences can be accessed through Mark. 		
Contact	J. Showers/ B. Bradley	Principal, NFHS	716-286-7990 ext. 67990	<ul style="list-style-type: none"> Bi-monthly parent meetings (~ 50 parents/month) 		
New in 07-08	Ministerial Council	Kevin Dobbs, BOE		<ul style="list-style-type: none"> Mentoring program; parent newsletter; job placement for students 		
OK	Meg Pietras	Focus on Families, NFHS	716-286-0745 ext. 60752	<ul style="list-style-type: none"> Focus on Families counseling 		
OK	Susan Ross	TSA, NFHS	716-286-7924 ext. 67924	<ul style="list-style-type: none"> 21st CCLC counseling program 		
Money Skills/WISE Curriculum						
Status	Who?	Title and Location	Contact Info.	Notes/Tasks		
OK	Joe Bellonte	TSA, NFHS	716-286-4101 ext. 67013	<ul style="list-style-type: none"> 9th Grade: 100 participants per year 		
OK	Holly Spanbauer	Business, NFHS	716-286-4101 ext. 41147	<ul style="list-style-type: none"> 12th Grade: 100 participants per year 		
OK	Tony Gelose	Social Studies, NFHS	716-286-4101 ext. 41334	<ul style="list-style-type: none"> WISE: 40 in 06-07; 80 in 07-08 		
OK	Leslie Zona	Math Seminar		<ul style="list-style-type: none"> Math Seminar: Approximately 200 students 		
OK	Pat Purdy	Business, NFHS	716-286-4101 ext. 67956	<ul style="list-style-type: none"> ABCs of financial literacy/ Consumer Credit Counseling 		

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Getting Your Arms Around Many Initiatives: Data Utilization Guide (D.U.G.)

Joe Bellonte/Mary Rosentahl

From the SLCP Resource Warehouse (<http://slcp.ed.gov/rw/>)

Tracking and assessing implementation

- SLC Implementation Tracking
- Goals, Objectives and Evidence Alignment Tools
- Indicators and Data Sources Example and Progress Tracking Sheet
- Monitoring Progress Toward Milestones

Working with your evaluator

- Tips for Supporting SLC Evaluator and Project Staff Communications
- Data Gathering plan for Surveys, interviews and focus groups

Managing for continuous improvement

- SLC Cycle of Continuous improvement
- Monitoring Progress Toward Goals

General advice from a colleague

- Top Ten Strategies/Pitfalls for Leading Multi-School SLC Project

From the SLCP Tutorials (<http://slcp.ed.gov/tutorials/>)

Evaluation

- Topics include:
 - The Evaluation Team
 - The Third-Party Evaluator
 - Evaluation Plans
 - Continuous Improvement
 - Stakeholder Participation in Evaluation
 - Data Collection
 - Evaluation Reports
 - Communicating With Stakeholders



SLCs & CTE: District and School Working Together

Angela Grasberger

SCHOOL DISTRICT OF MANATEE COUNTY

SMALL LEARNING COMMUNITY CAREER ADVISOR

JOB DESCRIPTION:

QUALIFICATIONS:

- 1) Associate's degree required. Bachelor's degree preferred.
- 2) Prior five years of employment in the workforce required.
- 3) Valid Florida Drivers License.
- 4) Successful school-based experience preferred.
- 5) Prior smaller learning communities experience preferred.
- 6) Other qualifications as deemed necessary.

KNOWLEDGE, SKILLS AND ABILITIES:

Ability to effectively communicate and use appropriate language and accompanying techniques on one-to-one basis, as well as in groups. Ability to speak clearly and concisely both in oral and written communication. Ability to define problems, collect data, establish facts and draw valid, logical conclusions; ability to interpret a variety of technical instructions, statutes, and related information. Ability to establish and maintain effective working relationships with peers and associates, appropriate skills in the use of technology in the performance of job tasks, knowledge and ability to use a variety of software programs, and ability to perform duties with awareness of all district requirements and Board of Education policies.

REPORTS TO:

Director of Adult, Career and Technical Education or Designee

JOB GOAL

The employee will work on the Smaller Learning Communities (SLC) initiative. The responsibilities will include the creation of career pathways/academies, coaching academy teams, providing all aspects of Career Development to the SLC students, act as the SLC business liaison, and other responsibilities as assigned.

PERFORMANCE RESPONSIBILITIES:

- 1) Participates in district wide smaller learning communities' initiative by attending meetings, professional development workshops including career pathways and other smaller learning communities' related activities.
- 2) Acts as a resource in the development of career pathways, career academies, and other smaller learning communities' activities.
- 3) Assists in the integration of the smaller learning communities themes with the district and state curriculum standards, benchmarks and frameworks.
- 4) Coaches teachers in the development and implementation of integrated curriculum and instruction involving the career pathway and academic courses.
- 5) Works with teachers in the development of instructional activities that incorporate high academic standards.
- 6) Provides advocacy and support for the smaller learning communities' concept.
- 7) Ensures that all students in the SLC effort understand the different programs of study offered.
- 8) Assist students in making the transition from high school to college and career, in career exploration, the creation and update of their ePEP, select and change major area of interest, apply to college/technical school, obtain a job, secure internships/job shadows and other student-centered advisement directed toward future success.
- 9) Work with parents and students in the selection of rigorous coursework enabling the students to obtain a strong academic foundation during high school which will lead to postsecondary success.
- 10) Provide coaching and professional development for advisory teachers.
- 11) Assists in planning and conducting customized teacher training opportunities for smaller learning communities' staff.
- 12) Acts as the liaison between the smaller learning communities and the business community.

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- 13) Facilitates post-secondary college and career opportunities for the SLC Take Stock in Children scholarship recipients and all other SLC participants.
- 14) Uses appropriate interpersonal styles and methods to motivate, gain commitment and guide individuals and groups to task accomplishment.
- 15) Develops opportunities for parent involvement.
- 16) Exhibits interpersonal skills to work as an effective team member.
- 17) Models and maintains high ethical standards.
- 18) Represents the district in a positive and professional manner.
- 19) Demonstrates initiative in the performance of assigned responsibilities.
- 20) Keeps supervisor informed of potential problems or unusual events.
- 21) Follows federal and state laws as well as School Board policies, rules and regulations.
- 22) Prepares all required reports and maintains all appropriate records.
- 23) Participates successfully in the training programs offered to increase skill and proficiency related to assignment.
- 24) Performs other related duties as necessary and assigned.
- 25) Develops a strategy to build staff support.
- 26) Communicates with parents, students, and other community members to explain how SLCs can contribute to improving student achievement.
- 27) Function as the school facilitator for the Ready to Work certification program.
- 28) Is the site leader for all industry certifications and credentials offered and available.
- 29) Maintains an accurate list of industry certifications achieved by the students.
- 30) Ensures the proposed professional development activities provide skill development in noteworthy SLC practices (especially instructional practices) and support staff as they implement these practices.
- 31) Monitors how grant goals and objectives are being met.
- 32) Completes reports timely and accurately.
- 33) Promote and support professional growth for self and others.
- 34) Exercise proactive leadership in promoting the vision and mission of the District and the high school small learning communities.
- 35) Use appropriate styles and methods to motivate, gain commitment and facilitate task accomplishment.
- 36) Facilitate problem solving by individuals or groups.
- 37) Perform other tasks consistent with the goals and objectives of this position.
- 38) Disseminates results to inform all partners of decision making process and outcomes.
- 39) Models appropriate educational practices.
- 40) Target, track and facilitate success for minority students toward post-secondary opportunities.



SLCs & CTE: District and School Working Together
Angela Grasberger
SCHOOL DISTRICT OF MANATEE COUNTY

SMALL LEARNING COMMUNITY ACADEMIC ADVISOR

JOB DESCRIPTION:

QUALIFICATIONS:

- 1) Bachelor's degree required.
- 2) Valid Florida Educator's Certificate.
- 3) Five years of successful teaching experience required.
- 4) Prior smaller learning communities experience preferred.
- 5) Prior experience as a team leader, department chairperson or other teacher leadership position preferred.
- 6) Other qualifications as deemed necessary.

KNOWLEDGE, SKILLS AND ABILITIES:

Ability to effectively communicate and use appropriate language and accompanying techniques on one-to-one basis, as well as in groups. Ability to speak clearly and concisely both in oral and written communication. Ability to define problems, collect data, establish facts and draw valid, logical conclusions; ability to interpret a variety of technical instructions, statutes, and related information. Ability to establish and maintain effective working relationships with peers and associates, appropriate skills in the use of technology in the performance of job tasks, knowledge and ability to use a variety of software programs, and ability to perform duties with awareness of all district requirements and Board of Education policies.

REPORTS TO:

Director of Adult, Career and Technical Education or Designee

JOB GOAL

The employee will work on the Smaller Learning Communities initiative. The responsibilities will include the creation of career pathways/academies, data coach, coaching academy teams and progress monitoring, technology and instruction to include staff development, remediation, business liaison, and other responsibilities as assigned.

PERFORMANCE RESPONSIBILITIES:

- 1) Participates in district wide smaller learning communities' initiative by attending meetings, professional development workshops including career pathways and other smaller learning communities' related activities.
- 2) Acts as a resource in the development of career pathways, career academies, and other smaller learning communities' activities.
- 3) Assists in the integration of the smaller learning communities themes with the district and state curriculum standards, benchmarks and frameworks.
- 4) Coaches teachers in the development and implementation of integrated curriculum and instruction involving the career pathway and academic courses.
- 5) Works with teachers in the development of instructional activities that incorporate high academic standards.
- 6) Provides advocacy and support for the smaller learning communities' concept.
- 7) Assist students in making the transition from high school to college and career, in career exploration, the creation and update of their ePEP, select and change major area of interest, apply to college/technical school, obtain a job, secure internships/job shadows and other student-centered advisement directed toward future success.
- 8) Assist students in identifying the advanced level and/or IB coursework in their educational plan.
- 9) Work with parents and students in the selection of rigorous coursework enabling the students to obtain a strong academic foundation during high school which will lead to postsecondary success.
- 10) Provide coaching and professional development for advisory teachers.
- 11) Maintains appropriate evaluation data and documentation of program effectiveness for stakeholders.
- 12) Analyze and utilize assessment data to improve curricula and student performance.
- 13) Assists in planning and conducting customized teacher training opportunities for smaller learning communities' staff.

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- 14) Serves as a resource for innovative materials and resources, available through federal, state and private agencies, to enhance student achievement, school performance and to meet the needs of diverse learners.
- 15) Assists guidance staff in assuring students are appropriately grouped and scheduled for instruction that supports effective SLC practices.
- 16) Conducts annual climate surveys of parents, students and staff and disseminates results to stakeholders.
- 17) Acts as the liaison between the smaller learning communities and the business community.
- 18) Uses appropriate interpersonal styles and methods to motivate, gain commitment and guide individuals and groups to task accomplishment.
- 19) Develops opportunities for parent involvement.
- 20) Exhibits interpersonal skills to work as an effective team member.
- 21) Models and maintains high ethical standards.
- 22) Represents the district in a positive and professional manner.
- 23) Demonstrates initiative in the performance of assigned responsibilities.
- 24) Keeps supervisor informed of potential problems or unusual events.
- 25) Follows federal and state laws as well as School Board policies, rules and regulations.
- 26) Prepares all required reports and maintains all appropriate records.
- 27) Participates successfully in the training programs offered to increase skill and proficiency related to assignment.
- 28) Performs other related duties as necessary and assigned.
- 29) Develops a strategy to build staff support.
- 30) Gathers school data that will help the high school through the complex process of change.
- 31) Communicates with parents, students, and other community members to explain how SLCs can contribute to improving student achievement.
- 32) Ensures the proposed professional development activities provide skill development in noteworthy SLC practices (especially instructional practices) and support staff as they implement these practices.
- 33) Works to ensure that SLCs are supported through policies and practices including scheduling, staffing, student assignment, professional and data collection.
- 34) Aligns the SLC efforts with School Improvement Plan, District initiatives and other school programs to ensure sustainability.
- 35) Monitors how grant goals and objectives are being met.
- 36) Aligns SLC grant goals, activities, structures and evaluation.
- 37) Interfaces with district data personnel to:
 - a. Get data that will inform continuous improvement and required reports.
 - b. Encourage district capability to disaggregate data by SLC.
 - c. Ensure that the data provided by the district is information that is useful for the SLC project.
- 38) Completes reports timely and accurately.
- 39) Promote and support professional growth for self and others.
- 40) Exercise proactive leadership in promoting the vision and mission of the District and the high school small learning communities.
- 41) Use appropriate styles and methods to motivate, gain commitment and facilitate task accomplishment.
- 42) Facilitate problem solving by individuals or groups.
- 43) Perform other tasks consistent with the goals and objectives of this position.
- 44) Disseminates results to inform all partners of decision making process and outcomes.
- 45) Provides specialized instruction and assessment strategies to teachers through demonstration and modeling.
- 46) Works with the school administration and SLC Project Manager to promote the smaller learning communities.
- 47) Along with the high school SLC administrator, facilitates the review and evaluation of integrated lessons.
- 48) Collaborates with the SLC Project Manager to meet the objectives of the SLC grant.
- 49) Acquaints teachers with successful and innovative strategies for classroom instruction and assessment.
- 50) Provides information about materials and resources available.
- 51) Remains current through study and discussion of professional literature, membership in professional organizations and attendance.
- 52) Ensures that the SLC Take Stock in Children scholarship recipients and all other SLC participants are receiving the correct academic remediation.
- 53) Performs other related duties to promote the smaller learning communities as necessary and as assigned.
- 54) Target, track and facilitate success for minority students toward post-secondary opportunities.
- 55) Target, track and facilitate success for gifted students while in high school.

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Ready, Set, Stay in School: Implementing an Effective Advisory Program

Advisory Action Plan Starr Herrman, Metro Nashville Public Schools Nashville Tennessee

First and foremost make sure you have full administrative support! This is a must! Administration will decide how often to meet, and at what point in the daily schedule. Suggest taking the same number of minutes from each period to form advisory time.

Form a team of champions. This is your Advisory committee.

- Administrator who can make decisions
- Guidance Counselor
- 2-3 high energy, creative teachers
- Your biggest critic (hold your enemies close)
- Parent and student, if possible

Then, change the name!

Gather your information; number of teachers, as well as additional adults who can be trained to be advisors. These may include cafeteria manager, school nurse, School Resource Officer.

Establish the number of students at each grade level (9, 10, 11, & 12)

Divide students into groups of 11-17 students per advisor. Remember to save out at least four adults to serve as floaters within the program.

Schedule the first professional development meeting to include all advisors and committee members.

Compile Advisor Notebooks which includes:

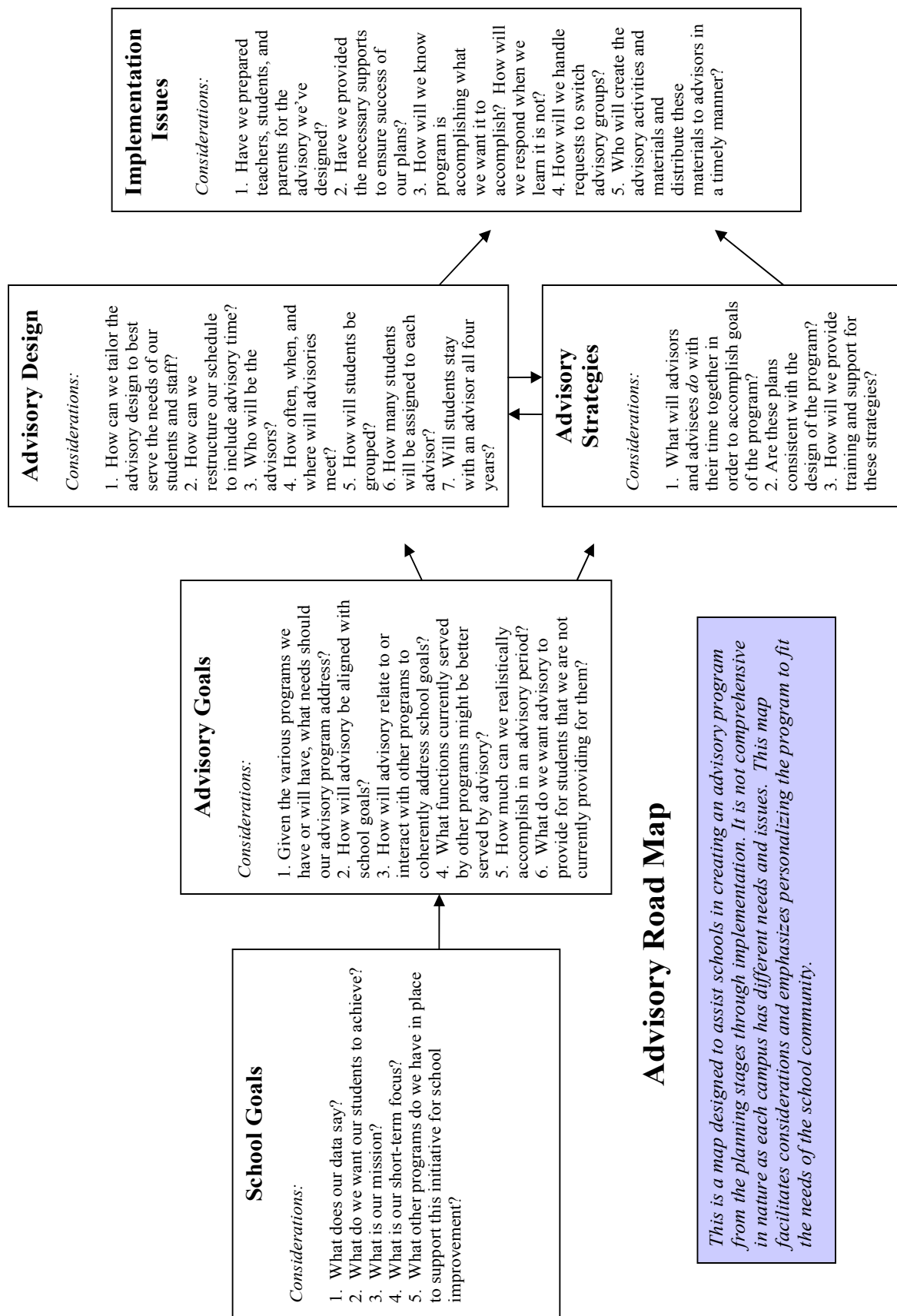
- list of advisees
- schedule of advisory meetings
- student information sheets
- suggested activities for all grade levels

All of the advisor information will be distributed at the professional development meeting.



Ready, Set, Stay in School: Implementing an Effective Advisory Program

Advisories



This is a map designed to assist schools in creating an advisory program from the planning stages through implementation. It is not comprehensive in nature as each campus has different needs and issues. This map facilitates considerations and emphasizes personalizing the program to fit the needs of the school community.

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Preparation, Access and Relationships: Keys to Increasing Positive AP Outcomes

Roni Jolley, Maryland State Department of Education,

Directions: Mark each statement with the letter (**P, A, R**) that best reflects the outcome.

- _____ Provide local funds to cover the cost of the PSAT/NMSQT for all students in at least one grade (Gr. 10).
- _____ Provide technical assistance to districts on a broader understanding of the PSAT/NMSQT data (Summary of Answers and Skills Workshops and AP Potential) to inform instruction, strengthen student academic skills and identify students with strong potential to succeed in AP courses and exams.
- _____ Increase number of AP professional development workshops offering greater access to high quality training (district/state level).
- _____ Collaborate with the National Office for School Counselor Advocacy (NOSCA) to provide high quality training to school counselors.
- _____ Support AP expansion goals with SLC funds.
- _____ Provide AP test fee waivers to income eligible students.
- _____ Develop an SAT registration tool to provide public high school counselors and SAT coordinators with timely information to identify students who had/had not registered for the SAT.
- _____ Travel to China to broaden global understanding, support the growth of Chinese language and culture in Maryland schools, and build a solid foundation for the AP Chinese program.
- _____ Offer AP Summer Institutes (public/private) to teachers to strengthen content knowledge, instruction and leadership skills.
- _____ Provide students with tools needed to be successful in AP classes, i.e.,
 - _____ AP Summer Bridge Programs/AP Blackboard
 - _____ AP Student Conferences
 - _____ AP Tutorials
 - _____ AP social gatherings – AP ice cream socials, barbecues, etc
 - _____ AP Ambassadors – outreach to lower grades
 - _____ AP t-shirts, bracelets, locker signs, etc
- _____ Forge partnerships with the business and higher education communities
- _____ Encourage vertical team articulation among teachers (gr. 6-12).
- _____ Develop ongoing student/parent outreach activities promoting college success .
- _____ Create a vision for AP expansion among state/district/school leaders.
- _____ Ensure AP classes reflect the diversity of the student population.

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Developing A Data Driven SLC: The Inquiry Team Strategy

CHILDREN FIRST INQUIRY TEAM PROCESS:

Developing data-driven SLCs

Charlene Jordan & Aaron Turner, New York City Department of Education

Goal of Inquiry Teams: to expand the sphere of success within each SLC (we need all students to be successful!) and to develop a culture of inquiry among the adults in the school community in order to improve teaching and learning. Ideally, Inquiry Teams should include an administrator and teachers, along with support staff).

Step I – Select a school wide focus and review all achievement and historical data (e.g. Math or ELA for k-8; math, ELA, social studies or science for high school).

Step II – Select Target Population (15 – 30 students within each SLC that are struggling in the content area/determined focus).

Step III – Select a target population skill (e.g. Content area: math, skill: number sense and operations; content area – reading, skill: fluency; content area: writing, skill: organizational structure; content area: math, skill: reasoning and proof in geometry).

Step IV – Develop hypothesis:

"Our students underperformed because _____. If _____ is the cause, then we must do _____".

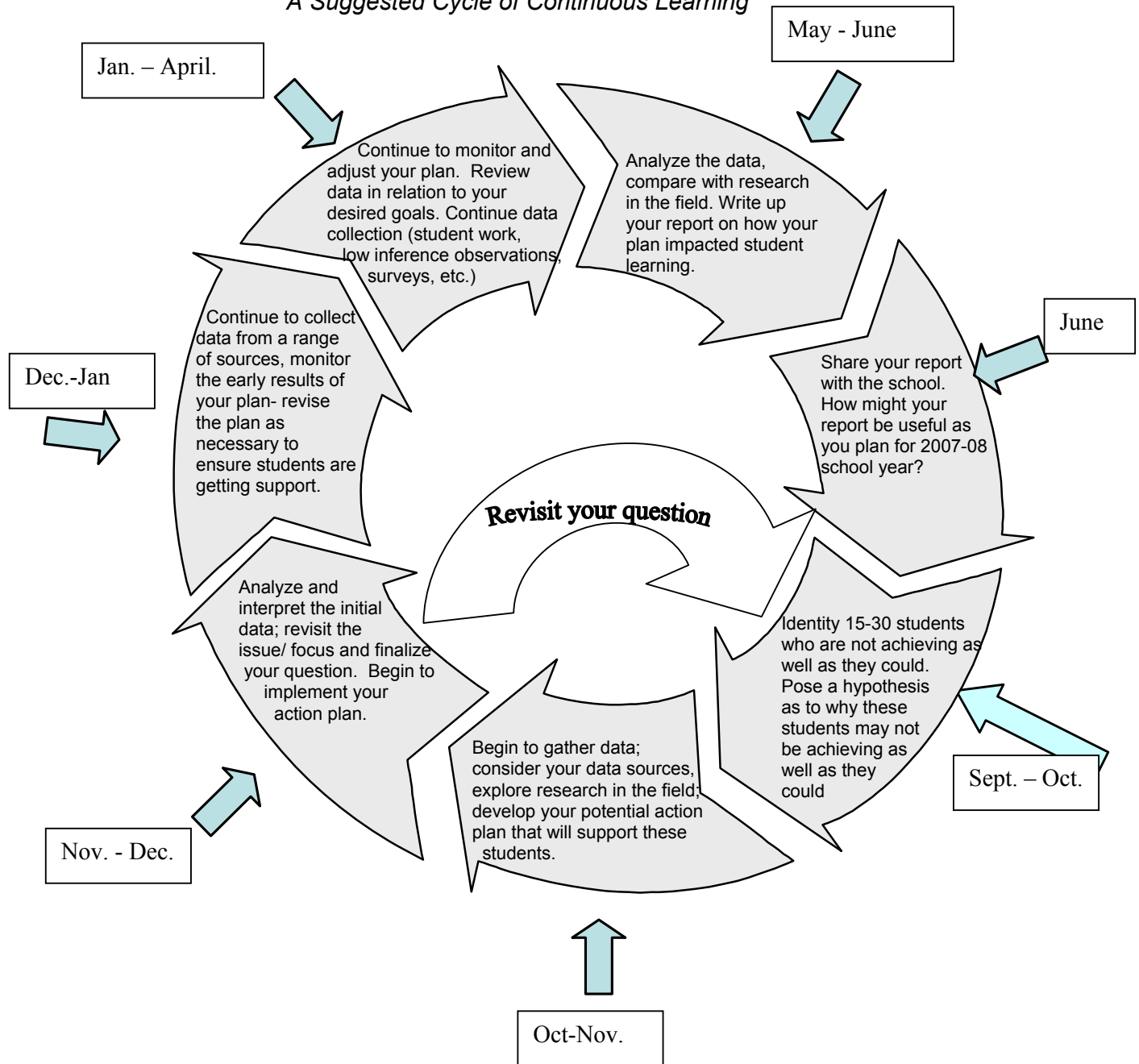
Step V – Data collection – can include a review of all assessments, low inference observations, student work, interviews with target population, etc.

Step VI – Develop action plan: what is taught? How is it taught? What professional development is needed? Do we need an academic intervention that extends beyond the school day?

Step VII – School-wide implication – which targeted actions have produced measurable results that are applicable to the broader population? If the targeted actions were not effective, revisit hypothesis – cycle repeats!



Children First Intensive: *A Suggested Cycle of Continuous Learning*



Charlene Jordan & Aaron Turner, New York City Department of Education

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Waterloo Community Schools Dual Credit Classes- *Developing Partnerships and Strategies*

Mary Meier SLC Project Director
Waterloo, Iowa



Health	East	West	Expo
➤ Intro to Health	Yes	Yes	@EHS
➤ Nurse Aide	Yes	Yes	@EHS
Teaching Pathway			
➤ Intro to Teaching	Yes	Yes	@EHS
➤ Academic Service Learning			
Liberal Arts Pathway			
➤ Intro to Soc	Yes	Yes	@EHS
➤ Western Civ I	*	Yes	@EHS
➤ Western Civ III	*	Yes	@EHS
➤ *General Psych	*	Yes	@EHS
➤ Math for Liberal Arts	*	Yes	@EHS
➤ *Fundamentals Oral Communication	*	Yes	@EHS
➤ *Composition I	*	*	@EHS

Computer Technology Pathway	East	West	Expo
➤ Intro to Computer I II	Yes	Yes	@EHS
➤ Intro to Web Design	Yes	Yes	@EHS
➤ CISCO I II III IV	Yes	Yes	Yes
➤ Comp. Science I II	Yes	Yes	@EHS
➤ A+ Certification I II	Yes	Yes	@EHS
Project Lead the Way-***** Engineering Pathway			

➤ Intro to Engineering Design	Yes	Yes	@EHS
➤ Principals of Engineering	Yes	Yes	@EHS
➤ *Digital Electronics	Yes	Yes	@EHS
➤ *Biotechnology	*	Yes	@EHS

- State Law
- Vision- All students benefit academically, developmentally and financially by taking dual credit classes during high school and will take at least one dual credit class before graduation.
- Finances
- Communication with Institutions
- Teacher Qualifications
- Scheduling
- Eliminating Barriers
- Common Texts and Assessments
- Recruitment
- Support Systems
- Professional Development
- Parent/Student Communication
- Talented & Gifted/PSEO/Dual Enrollment/AP/IB

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Increasing Academic Rigor Through Pre-Advanced Placement Strategies

Jeanne Paynter, Ed.D., Maryland State Department of Education

What is Pre-AP? *

Purpose of Pre-AP

To engage all students in active-high level learning, thereby ensuring that every student develops the skills, habits of mind, and concepts they need to succeed in college. Professional development is the key component of Pre-AP initiatives.

Criteria for Pre-AP

1. The topics, skills, and concepts in Pre-AP courses are the college-level standards of **AP courses**.
2. **The Pre-AP teacher is part of an AP vertical team.** An AP vertical team is a group of educators from different grade levels in a given discipline who work cooperatively to develop and implement a vertically aligned program anchored in the Advanced Placement Program. The goal of the vertical team is to increase the quality of instruction in a particular subject at all grade levels by improving communication among teachers. Many Pre-AP course strategies can be adapted by teachers for use with all students.
3. **The Pre-AP concepts, skills and topics are aligned with curricula aligned with the AP course.** Pre-AP prepares students for AP courses in high school. In the vertical team, teachers create a scope and sequence for AP concepts, topics, and skills by backmapping the AP course content to where it is introduced in middle school.
4. **Pre-AP prepares students early to take rigorous courses in high school.** Students are presented with more challenge as they demonstrate readiness. For example, middle school students may take Algebra I in Grade 7. Pre-AP courses introduce content-specific strategies to
 - build rigorous curricula
 - promote access to AP courses in high school
 - introduce the skills, concepts, and assessment methods to prepare students for success when they take AP and other challenging courses
 - strengthen the curriculum and increase academic challenge

**The College Board does not endorse the practice of labeling courses "Pre-AP."*

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Project NEXUS
Curriculum Alignment Activities

Project NEXUS Objective 4 (Revised)

By June 30, 2008, all NEXUS AP vertical teams will have completed **Pre AP/AP curriculum alignment activities** in English, Mathematics, Science and Social Studies.

- **What is Pre-AP/AP Curriculum Alignment?**

Pre-AP/AP curriculum alignment refers to concepts and skills assessed on the AP exams that are embedded and scaffolded in the “Pre-AP” grades, 6 - 10. The alignment process consists of backmapping the curriculum from the college-level expectations of the AP course and exam to the grades where the skill is introduced and developed.

A goal of Project NEXUS is that more students will be exposed to these “Pre-AP” strategies in order to support their success in AP courses and prepare them for college.

Curriculum alignment is a strategy for assuring that students are prepared for the rigor of AP and college.

- **What are Pre-AP/AP Curriculum Alignment Activities?**

Pre-AP/AP curriculum alignment activities are designed to raise teacher awareness about the content of the AP courses and exams by showing where these concepts, skills, and teaching strategies are addressed or can be addressed in the regular curriculum.

This awareness leads to teachers’ planning, implementing, and evaluating instruction that targets these Pre-AP/AP skills and concepts. Teachers work in subject specific vertical teams grades 6 - 12 to scaffold instruction on the Pre-AP/AP concepts and skills so that the level of rigor increases across grade levels.

- **What are some examples of Curriculum Alignment Activities?**

Curriculum alignment activities include institutes, workshops, and conferences that involve teachers of grades 6 – 12 in learning the skills, concepts, and instructional strategies that are prerequisites for success in AP courses and exams.

These alignment activities may also occur in the context of vertical team meetings that focus on identifying the concepts and skills assessed on the AP exam and backmapping those skills to where they are introduced in the regular curriculum. The vertical teams may co-plan lessons that embed the skills at an increasing level of rigor across the grade levels, and some teams may produce Pre-AP/AP curriculum alignment documents.

Other job-embedded curriculum alignment activities involve classroom teachers in applying the strategies presented in the Pre-AP/AP professional development sessions to their own lessons.



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Project NEXUS Curriculum Alignment Activities

Institutes	Team Meetings	Job-Embedded	Conferences
Pre-AP Summer Institute 2006	Vertical Team meetings with content area teachers to identify concepts tested on AP exam	Develop, teach and evaluate lessons using the UBD design components: essential questions, performance tasks.	Maryland AP Public Workshops October & March 2006 2007 2008
<i>Understanding By Design</i> Fall Institute 2006	Vertical team meetings to identify where AP concepts are taught in grades 6 - 10	Develop, teach, and evaluate lessons using Pre-AP strategies presented in the <i>Pre-AP Vertical Team Guides</i> (College Bd)	AP National Conferences July 2006 2007 2008
Pre-AP Summer Institute 2007	Vertical team meetings to develop lessons that scaffold the AP concepts and skills across grade levels	Staff development using the <i>UBD</i> videos and professional development workbook	AP Student Conferences March 2007 March 2008
Pre-AP Summer Institute 2008	Vertical team meetings to develop an Pre-AP/AP alignment scope and sequence document	Book study using the <i>Integrating DI and UBD</i> book and study guide (Tomlinson and McTighe)	School-Based AP Student Conferences Spring 2006 Spring 2007 Spring 2008

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Building your SLC One P.I.E.C.E.© at a Time: Successful Implementation of your SLC and its Schedule

Chris Russo, Monticello, NY

Key Ideas

While building your SLC...

- See big picture while developing your plans for implementation



- Teamwork is a necessity for SLC success
- Find solutions to missing pieces – ask for help from others
- Trying to move forward without the big picture, communication, and/or plan can lead to frustration and little gets accomplished

- Work together with the person building your schedule

While creating your master schedule...

- Identify the parameters that drive the schedule
 - IEP requirements
 - Foreign language
 - Performance groups
 - Advanced courses
- Schedule your SE students first
- Multiple levels of the same course cause scheduling difficulties
- Identify your priorities when it comes to scheduling



While serving your school as SLC Project Director



- Enlist the help of others
- Communicate your struggles and successes
- Defend your program
- Encourage forward thinking
- “Nothing great is ever achieved without enthusiasm”

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Academy Teaching Teams (2008-09)

Freshman Academy

Blue	White	Panther
Social Studies	Social Studies	Social Studies
English	English	English
Math	Math	Math
Science	Science	Science
SE Teacher		SE Teacher
SE Teacher		SE Teacher

Upper School Academies

Liberal Arts & Sciences

Grade 10:	Grade 11:
Social Studies	Social Studies
English	English
Science (Earth Science)	
Intro Course: (Humanities, FACES, MST)	Strand Elective/Prescriptive Courses

Monticello Business Academy

Grade 10:	Grade 11:
Social Studies	Social Studies
English	English
Science (Earth Science)	
Intro Course (B&E for 21 st)	Strand Elective/Prescriptive Courses

Fine Arts Academy

Grade 10:	Grade 11:
Social Studies	Social Studies
English	English
Science (Earth Science)	
Intro Course (Drama, Dance Music, Art)	Strand Elective/Prescriptive Courses

Scheduling Notes/Highlights

- 99% purity in 9th grade
 - 100% cohort purity
 - Separate classes for those who are repeating any 9th grade class
 - SE students may be cross-teamed for one class based on IEP requirements
- No study halls for freshmen – working to eliminate study halls for all students
- SE teachers may be in more than one upper school academy
- Some SE students are cross-teamed; IEP supersedes any SLC goal
- S.U.P.A. Social Studies and English teachers teach one SUPA course in two academies, but teach the remainder of their schedule in one of those academies
- All academy teachers have common planning time

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Freshman Academy

Student Schedule: Blue Team

School Time	SLC Time	A Day	B Day	C Day	D Day
Per 1: 7:26 to 8:54	7:26 - 7:35	Homeroom Responsibilities			
	7:35 - 8:50	Living Environment (Science 9)	Global Studies 9	Living Environment (Science 9)	Global Studies 9
	8:52 - 9:04	Academic Coaching			
Per 2: 8:59 to 10:22	9:06 - 10:22	English 9	Algebra (Math 9)	English 9	Algebra (Math 9)
Per 3: Same	10:27 - 11:07	Phys. Ed.	Science Lab	Phys. Ed.	Science Lab
Per. 4: Same	11:11 - 11:51	Social Studies AIS	English AIS	Social Studies AIS	English AIS
Per 5: Same	11:55 - 12:35	Lunch	Lunch	Lunch	Lunch
Per 6: 12:40 to 2:03	12:40 - 1:21	Academic Focus: Science	German 2	Academic Focus: Math	German 2
	1:22- 2:03	Academic Focus: English		Academic Focus: S.S.	

Student Schedule: Panther Team

A Day	B Day	C Day	D Day
Science Lab	Academic Focus	Algebra Lab	Academic Focus
Spanish 2	English AIS	Spanish 2	Phys. Ed.
Lunch	Lunch	Lunch	Lunch
English 9	Living Environment	English 9	Living Environment
Global Studies (Inclusion)	Algebra w/ Lab	Global Studies (Inclusion)	Algebra w/ Lab

Teacher		Social Studies		Science	
School Time	SLC Time	A/C	B/D	A/C	B/D
Per 1: 7:26 to 8:54	7:26 - 7:35	Homeroom Responsibilities		Homeroom	Planning Period
	7:35 - 8:50	Global Studies (I) Sec. 1	Global Studies Sec. 2	Living Env. (I) - Section 1	
	8:52 - 9:04	Academic Coaching		Academic Coaching	
Per 2: 8:59 to 10:22	9:06 - 10:22	Global Studies(HP) Sec. 3	Global Studies (I) Sec. 4	Living Env. – Section 2	Living Env. - Section 3
Per 3: Same	10:27 - 11:07	Planning	Planning	Lunch Duty	Lab Section 1
Per. 4: Same	11:11 - 11:51	AIS	AIS	Lunch	Lunch
Per 5: Same	11:55 - 12:35	Lunch	Lunch	Lab Section 3	Lab Section 1
Per 6: 12:40 to 2:03	12:40 - 1:21	Aca. Focus S.S. Group 1/3	Blue Team Common Planning Time	Aca. Focus S.S. Group 1/3	Blue Team Common Planning Time
	1:22- 2:03	Aca. Focus S.S. Group 2/4		Aca. Focus S.S. Group 2/4	

Math		English	
A/C	B/D	A/C	B/D
Math Lab - Section 1 (A) Section 2 (C)	Academic Coaching	Study Hall	Academic Coaching
	Academic Focus		Academic Focus
Panther Team Common Planning Time	Planning	Panther Team Common Planning Time	Planning
Lunch	Lunch	Lunch	Lunch
Algebra w/Lab (inclusion) Section 1	Algebra AB Section 3	English 9 Section 1	English 9 (I) Section 2
Algebra AB Section 4	Algebra w/Lab Section 2	English 9 (HP) Section 3	English 9 Section 4

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Upper School Academies

Student Schedule: Monticello Business Academy

	A Day	B Day	C Day	D Day
Per 1: 7:26 – 8:54	Health	Spanish 3	Health	Spanish 3
Per 2: 8:59-10:22	English 10: MBA (HP)	Global Studies 10: MBA (HP)	English 10: MBA (HP)	Global Studies 10: MBA (HP)
Per 3: 10:27-11:07	Business & Entrep.	Business & Entrep.	Business & Entrep.	Business & Entrep.
Per 4: 11:11-11:51	Geometry AB	Geometry AB	Geometry AB	Geometry AB
Per 5: 11:55-12:35	Sports & Entertain	Sports & Entertain	Sports & Entertain	Sports & Entertain
Per 6: 12:40-2:03	Earth Science	Phys Ed.	Earth Science	Earth Science Lab

Student Schedule: Liberal Arts & Sciences

A Day	B Day	C Day	D Day
Global Studies 10 - LASA (HP)	English 10 - LASA (HP)	Global Studies 10 - LASA (HP)	English 10 - LASA (HP)
Humanities	Advanced Algebra	Humanities	Advanced Algebra
Spanish 3	Spanish 3	Spanish 3	Spanish 3
Lunch	Phys. Ed.	Lunch	Phys Ed.
Chorus	Chorus	Chorus	Chorus
Chemistry	Chemistry	Chemistry Lab	Music Perf. Group

Teacher	Social Studies		English	
	A/C Day	B/D Day	A/C Day	B/D Day
Per 1: 7:26 – 8:54	MBA Common Planning Time	Planning	MBA Common Planning Time	Planning
Per 2: 8:59-10:22	Study Hall	Global 10 - MBA (HP)	English 10 - MBA (HP)	English 11 - MBA/AOF
Per 3: 10:27-11:07	Lunch	Lunch	Eng 10 – AIS	AIS
Per 4: 11:11-11:51	Soc. Studies 12 - P.I.G.	Soc. Studies 12 - P.I.G.	Lunch	Lunch
Per 5: 11:55-12:35	Social Studies AIS	Social Studies AIS	English 11 - MBA/AOF	English 11- MBA/AOF
Per 6: 12:40-2:03	Global Studies 10 - MBA	Global Studies 10 - MBA (I)	English 10 MBA (I)	English 10 MBA

Social Studies		English	
A/C Day	B/D Day	A/C Day	B/D Day
Global Studies 10 - LASA (HP)	Global Studies 10 - LASA (I)	English 10 - LASA	English 10 - LASA (HP)
Planning	Study Hall	Planning	Study Hall
Social Studies AIS	Social Studies AIS	English AIS	English AIS
Lunch	Lunch	Lunch	Lunch
Glob. Studies 10 - LASA	Glob. Studies 10 - LASA	English 10 - LASA (I)	English 10 - LASA (I)
Global Studies 10 - LASA (I)	LASA Common Planning Time	English 10 - LASA	LASA Common Planning Time

Special Notes

“Homeroom” is part of 1st period

Academic Coaching – Advisory period, approximately 1 hour per week

Academic Focus – Non-credit course for freshmen (extra instruction in their core subjects)

A.I.S. – Academic Intervention Services

A.O.F. – Academy of Finance

Global Studies – two-year Regents Course (grade 9 & 10)

P.I.G. – Participation in Government (12th grade Social Studies course)

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Supporting a Culture of Continuous Improvement by Creating Systems of Accountability

Ed Streich, Independence School District, Independence, Missouri

Protocols

- 5-Step Reflection Protocol – used to approach difficult or controversial topics
- Pre Lesson Protocol – used to improve and assignment or assessment
- Final Word Protocol – used to discuss readings

Focus Groups

- Principal Lunch – randomly selected students meet to discuss initiatives with principal
- Parent Interviews – usually 9th and 12th grade parents

Technical Assistance Visits

- Classroom observations, focus groups, and data analysis – school improvement
 - Linked to desired and predetermined standards and practices
- Three day process

Surveys

- We use surveymonkey.com to give surveys to staff and students on initiatives
- Focus on current practices, perceived potential, and needed professional development

Sharing and Presenting Learning Experiences

- Teachers share these experiences during House collaboration (once per week)
- Used as accountability and to identify possible workshop leaders

Teacher Learning Walks

- Collect data on initiatives as a whole
- Share data immediately (if you expect it, then inspect it)

Administrator Walk-Thoughts

- Minimum of five walk-throughs per week per administrator
- Duplicate forms
- Form focuses on rigor, relevance, and relationships

Advisory Board

- Meets quarterly
- Parents, students, teachers, principal, and High School Redesign Coordinator
- Seeks feedback and advice on initiatives and plans

Building Leadership Capacity

- Leadership Seminar for teachers – summer and fall
- Leadership Cadre for teachers – once per semester
- Leadership Academy – once per month
- 1st and 2nd Year Administrators – once per month

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